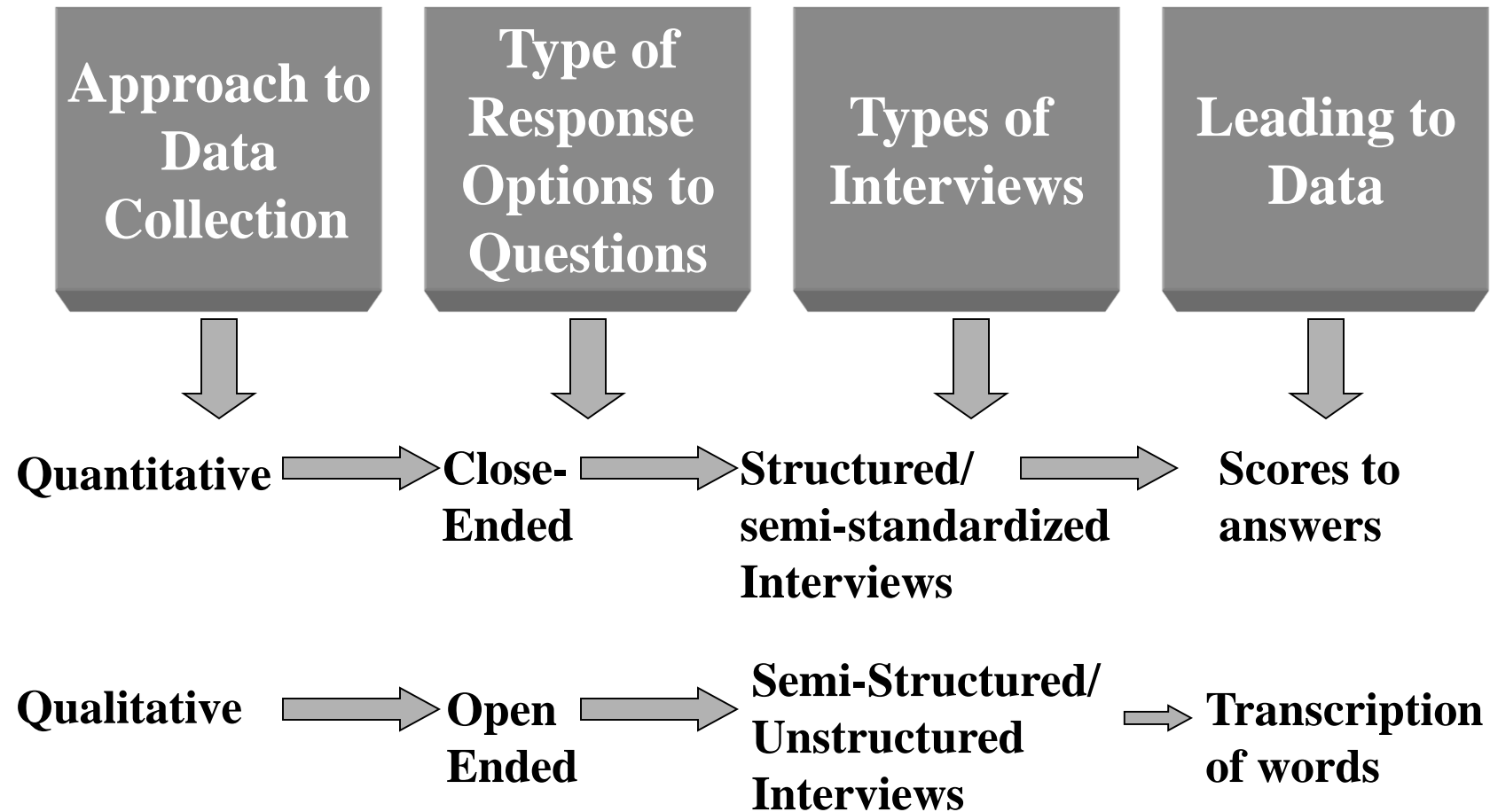
PENELITIAN KUALITATIF

PENGUMPULAN DATA

Pengumpulan Data Kuantitatif vs. Kualitatif

Metode Pengumpulan Data Kualitatif

Interview

Interview

- Pertanyaan terbuka (*open ended questions*).
- Menghasilkan tanggapan mendalam (*in-depth response*) tentang pengalaman, pendapat, persepsi, perasaan, pengetahuan manusia.
- Data terdiri dari kutipan kata-kata.

Interview

PELAKSANAAN

- Susun *interview protocol / topic guide *.*
- Urutan pertanyaan → fleksibel, tergantung respon.
- Ajukan pertanyaan terbuka *(open-ended)*.
- Hindari pertanyaan yang dijawab dengan ‘YA’ atau ‘TIDAK’
- Hindari pertanyaan yang mengarahkan (*leading questions*)
- Satu ide per pertanyaan.
- *Active listening* dan *probing*

*file: “contoh interview protocol”.

Knowledgeable
Structure
Clear
Gentle
Sensitive
Open
Steering
Critical
Remembers
Interprets

Balanced
Ethically sensitive

HOW TO DO A RESEARCH INTERVIEW

https://www.youtube.com/watch?v=9t-_hYjAKww

- Catat dan diskusikan karakteristik *interviewer* yang baik (pause di menit 3:23)
- Catat dan diskusikan hal-hal yang dapat diperbaiki (stop di menit 4:50)

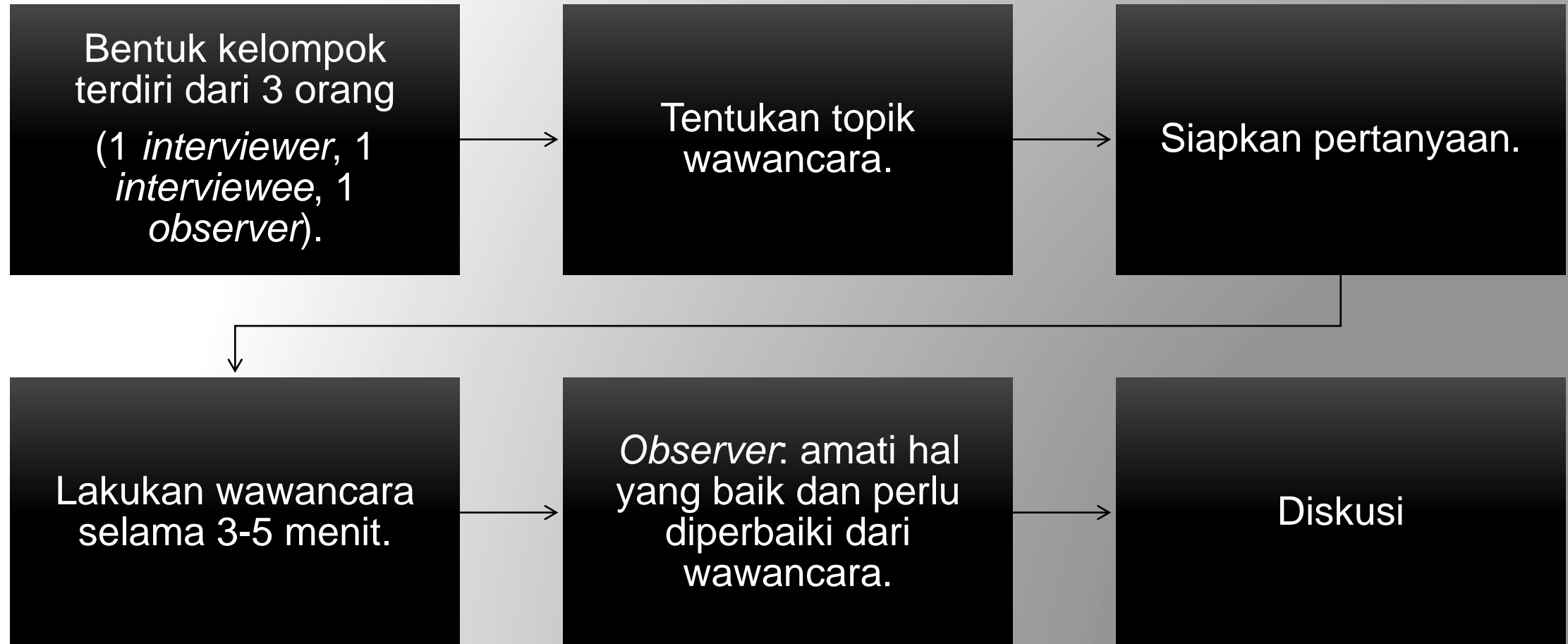
EVALUATING INTERVIEWING

BENEFITS

- Flexible method for use in many research situations
- Ideal for exploring complex topics, with multiple levels of meaning
- Familiar to most and readily accepted

DRAWBACKS

- Time
- Volume of data produced – how to process it
- Gaining access - developing trust and rapport
- Artificiality of interview (a contrived event)

LATIHAN INTERVIEW

Observasi

Observasi

- Pengamatan lapangan.
- Menghasilkan deskripsi tentang: kegiatan, perilaku, tindakan, percakapan, interaksi interpersonal, proses organisasi/komunitas, atau aspek lain dari pengalaman manusia yang dapat diamati.
- Data terdiri dari catatan lapangan: deskripsi rinci yang kaya (*rich detailed description*), termasuk konteks di mana pengamatan dilakukan.

Observasi

PELAKSANAAN

- Belajar untuk memperhatikan, melihat apa yang ada untuk dilihat, mendengar apa yang perlu didengar.
- Berlatih menulis secara deskriptif.
- Disiplin dalam membuat catatan lapangan *(field notes).*

Observasi

Observasi apa?:

SITUASI SOSIAL

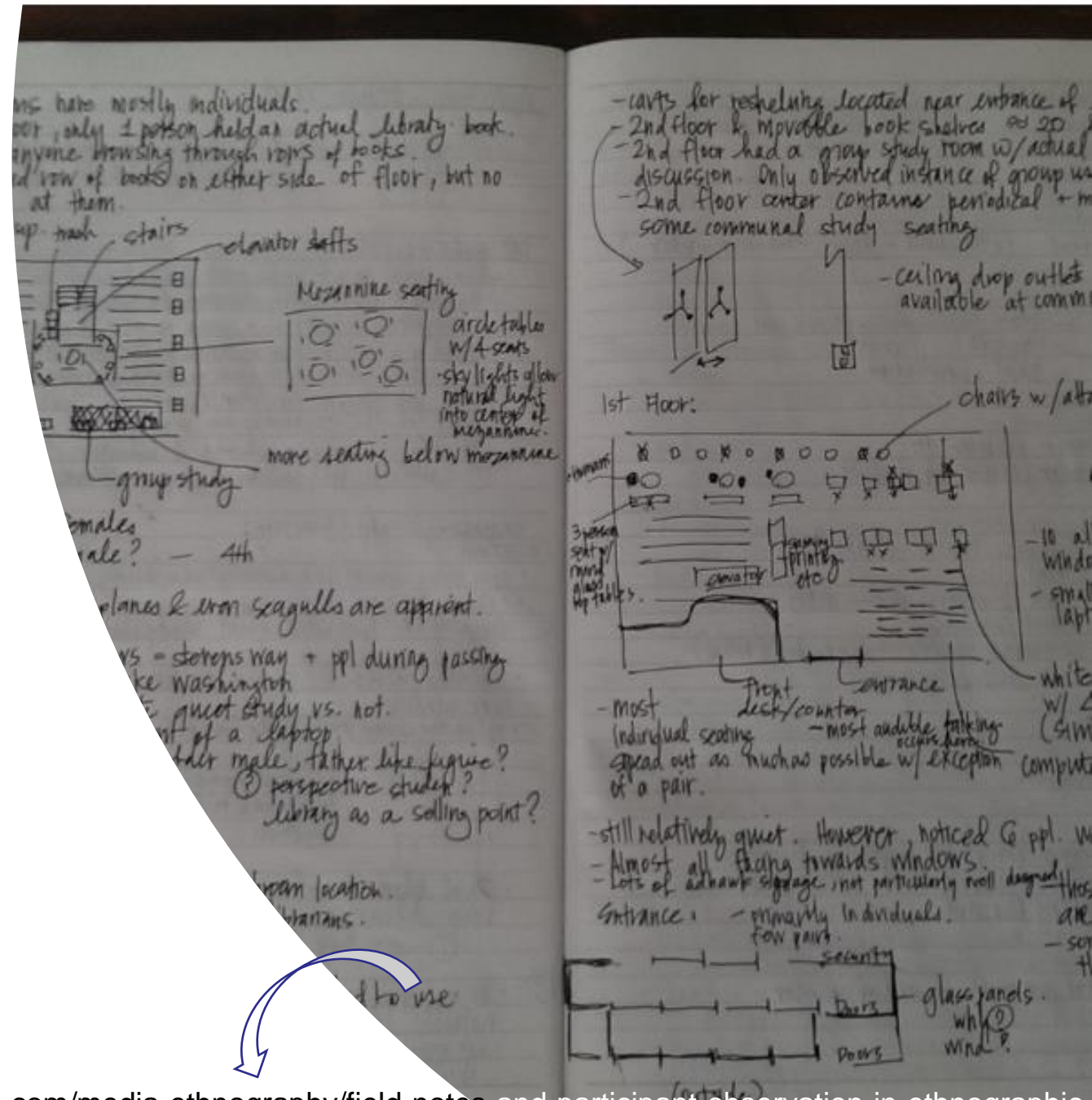
1. *Space*: the physical place or places
2. *Actor*: the people involved
3. *Activity*: a set of related acts that people do
4. *Object*: the physical things that are present
5. *Act*: single actions that people do
6. *Event*: a set of related activities that people carry out
7. *Time*: the sequencing that takes place over time
8. *Goal*: the things people are trying to accomplish
9. *Feeling*: the emotions felt and expressed

(Myers, 2019)

Field notes

- WHEN, WHERE, HOW
- Structural and organizational features – what the actual buildings and environment look like and how they are used
- People – how they behave, interact, dress, move
- The daily process of activities
- Special events
- Dialogue
- An everyday diary of events as they occur chronologically – both in the field and before entering the field
- A personal/reflective diary

(Mulhall, 2003)

https://medium.com/media-ethnography/field-notes-and-participant-observation-in-ethnographic-studies-a-skill-summary-bb74e3881258

Evaluating Participant Observation

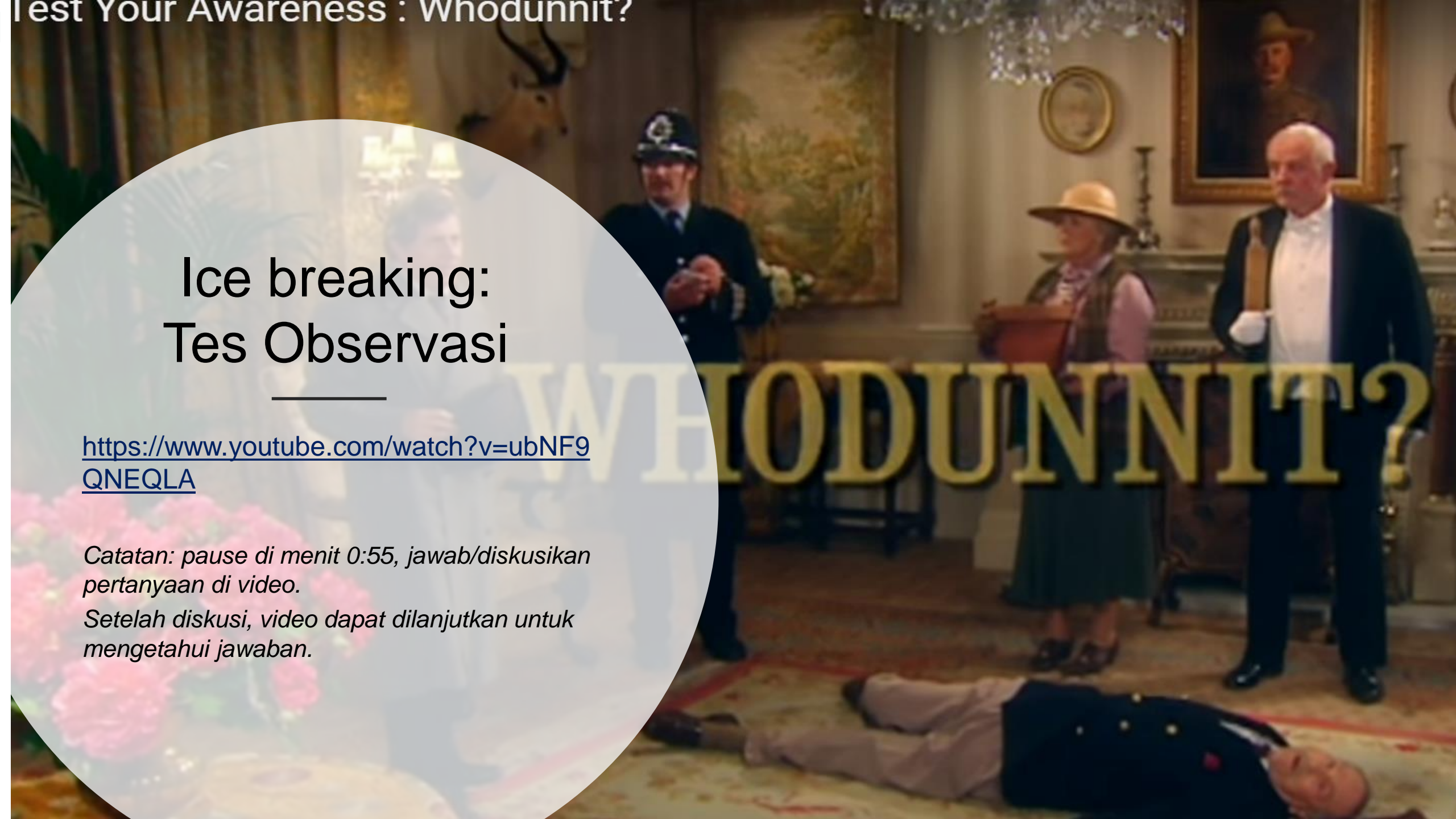
Advantages:

Records action in real time (as it happens)

Limitations:

Does not provide insights as to how/why things happen or the (motivation) or what people think about the action taking place

Recommendation: combined with interviews

Test Your Awareness : Whodunnit?
Ice breaking:
Tes Observasi
https://www.youtube.com/watch?v=ubNF9QNEQLA
Catatan: pause di menit 0:55, jawab/diskusikan pertanyaan di video.
Setelah diskusi, video dapat dilanjutkan untuk mengetahui jawaban.
WHODUNNIT?

Dokumen

Dokumen

- Bahan tertulis dan dokumen lain.
- Data terdiri dari kutipan dari dokumen yang diambil.

Jenis dokumen

Personal documents (by individuals)

- diaries, letters, journals and autobiographies

Public documents (produced for public consumption)

- Government reports; company annual reports, media statements, publicity materials etc.

Organizational documents (internal)

- memos, minutes of meetings, personnel records, emails etc.

Mass media outputs

- Newspaper articles, advertisements etc.

Virtual outputs

- Accessed via Internet e.g. websites, blogs, electronic records

Adopted from Myers (2019)

Advantages and disadvantages of using documents

- Documents are relatively cheap and quick to access.
- Documents can be invaluable for providing important details of events (e.g. the exact date of when a project was approved).
- Documents make things visible and are traceable.
- Access can be difficult for some types of documents (e.g. emails, or documents in an archive located far away).

(Myers, 2019)

ANALISIS DATA

ANALISIS DATA KUALITATIF

Kapan analisis dimulai?
Selama pengumpulan data.

Thick description adalah dasar untuk analisis dan penyajian data kualitatif.

Organize the data. Familiarize with the data.

Lakukan *'coding'* (bertahap) atas tema dan kategori yang berulang.

Lihat hubungan antarkategori

Analisis Data Kualitatif

Seperti membuat 'sauce'.....

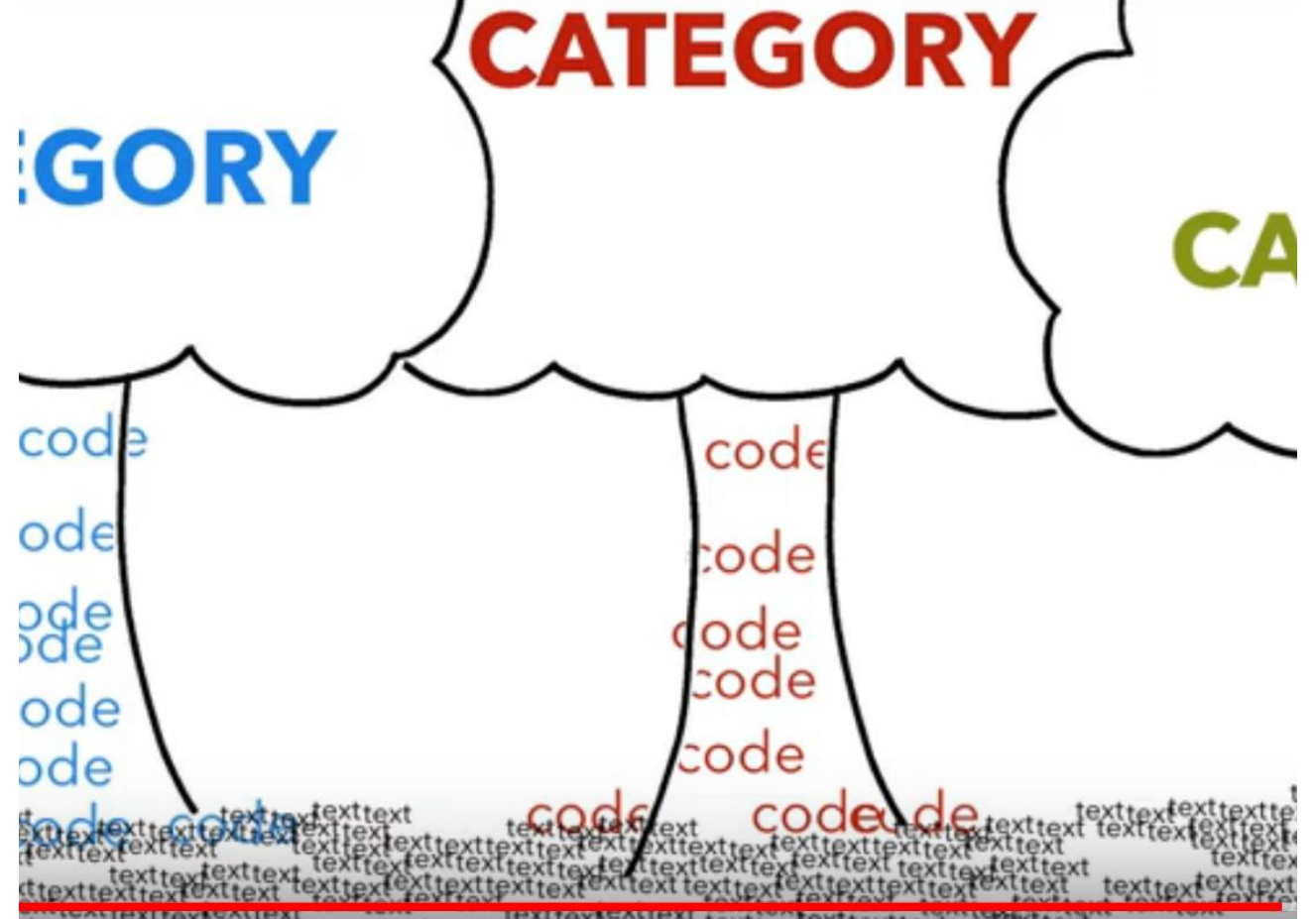
- Menyiapkan bahan mentah (data mentah-transkrip)
- Mengurangi keencerannya (coding) sehingga rasanya terkonsentrasi namun rasa tiap bahan mentah tetap terjaga.
- Dimasak sampai kental **thick description** – 'temuan'
- Usahakan untuk menghindari rasa yang aneh (bias)

(Rachmawati, 2019)

Langkah pertama: ***transcribing*** (membuat transkrip wawancara)

- Verbatim (kata demi kata)
- Lihat file: 'contoh_transkrip'

NEXT STEP: CODING

https://www.youtube.com/watch?v=0usNyQKIMNU

CODING

Deduktif
Induktif

- Baca transkrip →IMMERSION, kenali data
- Buat catatan pada transkrip (berupa kata-kata, frase, teori) yang menggambarkan isi teks (bisa per kalimat atau paragraf) → CODING TAHAP I → OPEN / INITIAL CODING.
- Buat daftar CODES (hasil Tahap I), eliminasi duplikasi, kelompokkan code yang sama → KATEGORI → CODING TAHAP II → FINAL CODING. Tahap ini dapat diulang sampai mendapat final coding.
- Kelompokkan bagian-bagian pada transkrip ke dalam kategori yang sesuai (secara MANUAL atau dengan BANTUAN KOMPUTER) → TAHAP III.

(Adoptep from Burnard et al., 2008)

Contoh *open/initial coding* (Tahap I)

Table 1 An example of an initial coding framework	
Interview transcript	**Initial coding framework**
Interviewer: 'Can you tell me about what you like to eat?'	
Child: 'I like crisps, chips, sweets. I like sweets and chocolate the most. I like apples, grapes and oranges. Oh and pizza, I really like pizza.'	Food preferences
Interviewer: 'What do you like about those things?'	
Child: '...Well the apples and the other fruit I just really like the taste and they are healthy I suppose. We eat those in school now and my friends like them, so I eat them with my friends. 'I really like sweets and chocolates though, they are my favourites but I know they aren't really good for you. If you eat too many they can be bad for your teeth. They can make them go brown or drop out.'	Food preferences Healthy foods Food choices in school Peer influence Effects of sweets and chocolate

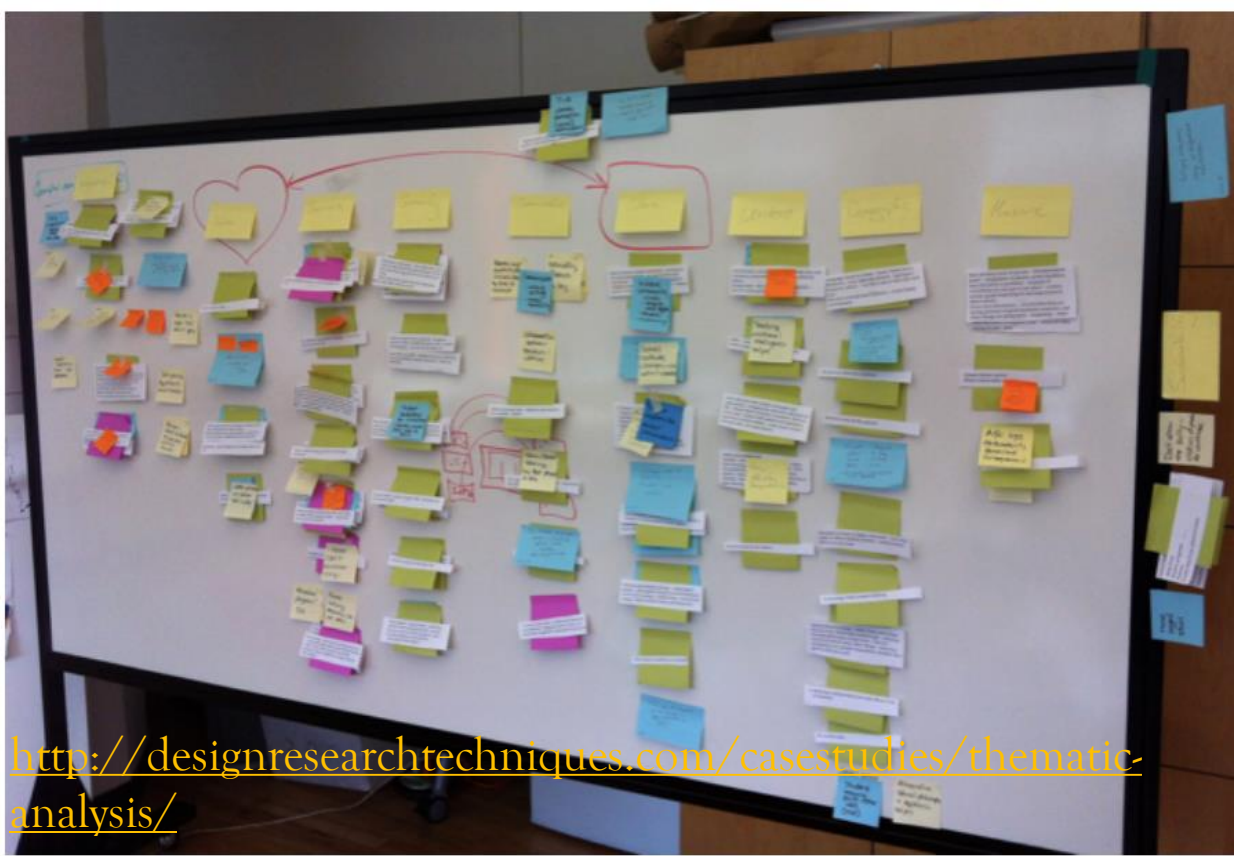
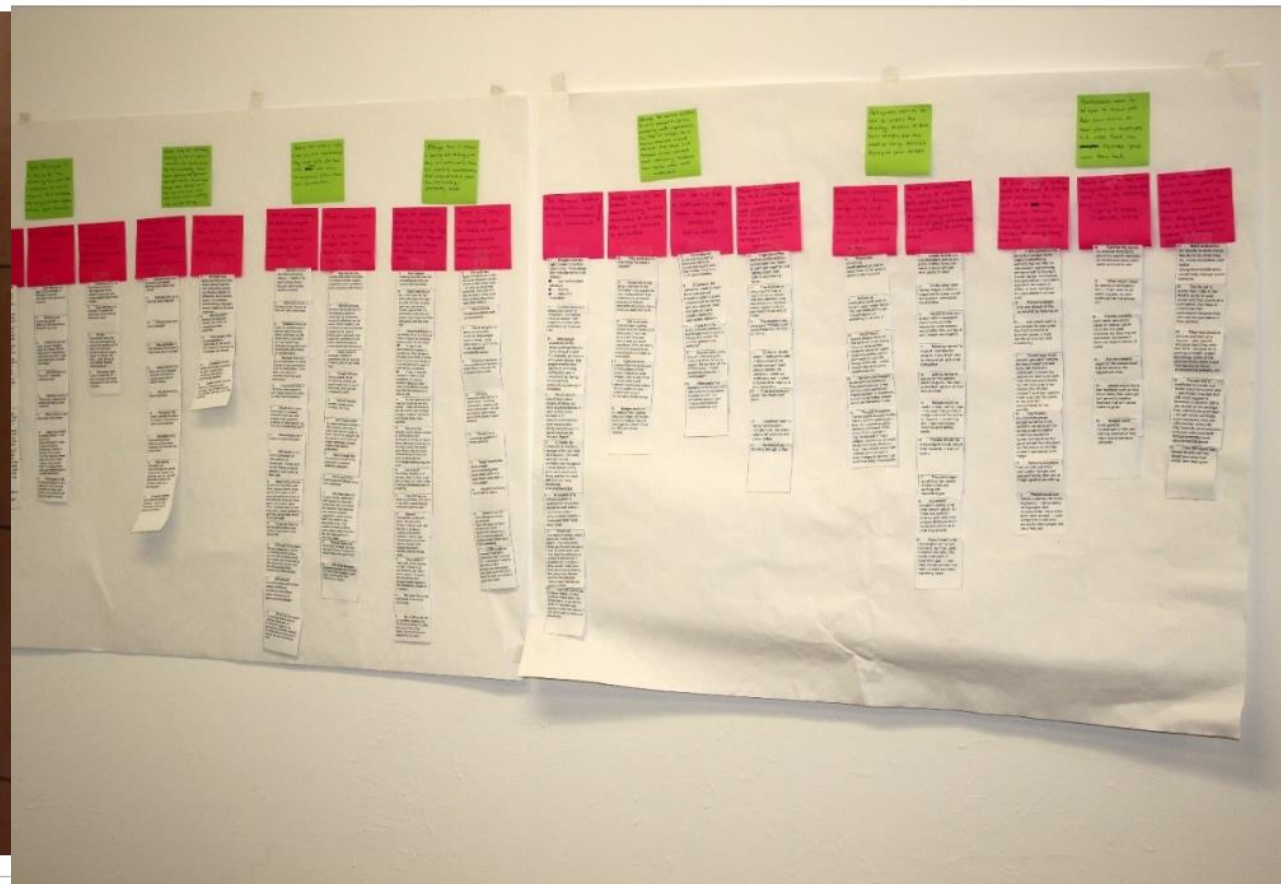
(Burnard et al., 2008)

Contoh *final coding* (Tahap II)

Table 2 An example of a final coding framework after reduction of the categories in the initial coding framework

Final coding framework	Initial coding framework
1. Contrasts and contradictions	• Perceptions of food • Positive notions of food and consequences • Negative notions of food and consequences • Healthy/unhealthy foods
2. Copying friends	• Peer influence • Copying • Food choices in school • Food choices and preferences of friendship groups
3. Diet in adulthood and childhood	• Diet in childhood • Food preferences • Expected diet as a 'grown up' • Perceptions of adult/child diets • The need to be 'healthy' as an adult
4. Single item consequences	• Effects of sweets and chocolates • Effects of 'junk food' • Effects of fizzy drinks

(Burnard et al., 2008)

http://designresearchtechniques.com/casestudies/thematic-analysis/

Coding TAHAP III

Contoh *manual coding*

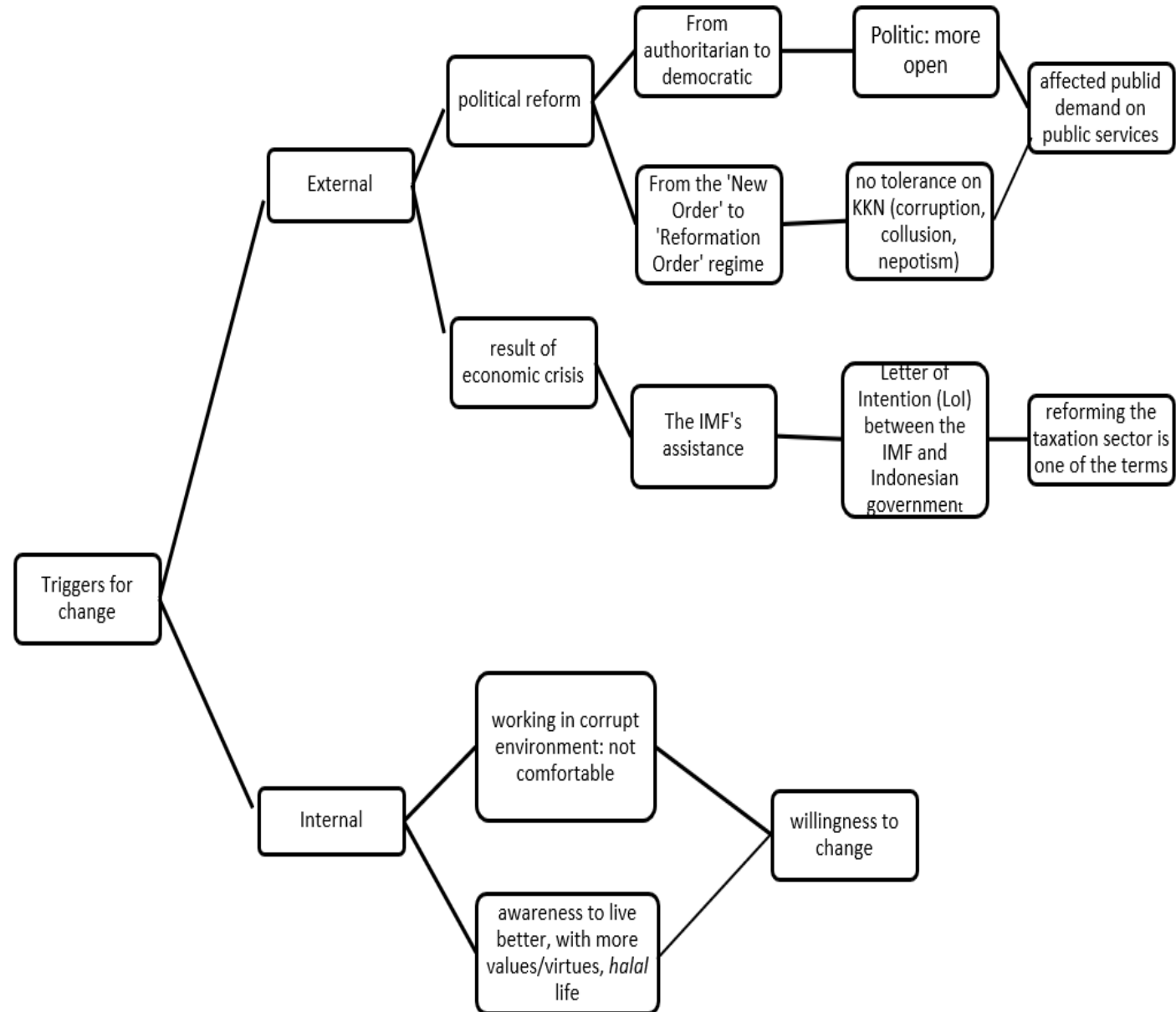
	A	B
1	Kafka - Metamorphosis.docx	
2	work	travelling salesman
3	environment	look out the window at the dull weather. Drops of rain could be heard hitting the pane
4	emotions	made him feel quite sad
5	physical discomfort	he was used to sleeping on his right, and in his present state couldn't get into that position
6	physical discomfort	However hard he threw himself onto his right, he always rolled back to where he was
7	physical discomfort	a mild, dull pain
8	work	"Oh, God", he thought, "what a strenuous career it is that I've chosen! Travelling day in and day out. Doing business like this takes much more effort than doing your own business at home, and on top of that there's the curse
9	work	"Getting up early all the time", he thought, "it makes you stupid. You've got to get enough sleep. Other travelling salesmen live a life of luxury. For instance, whenever I go back to the guest house during the morning to copy
10	environment	the alarm clock, ticking on the chest of drawers
11	environment	He could see from the bed that it had been set for four o'clock as it should have been
12	work	he would not avoid his boss's anger as the office assistant would have been there to see the five o'clock train go, he would have put in his report about Gregor's not being there a long time ago. The office assistant was the b
13	environment	the clock struck quarter to seven. There was a cautious knock at the door near his head
14	on work	Why did Gregor have to be the only one condemned to work for a company where they immediately became highly suspicious at the slightest shortcoming? Were all employees, every one of them, louts, was there not one
15		
16		
17		

Coding TAHAP III

Contoh *computer-assisted coding*

https://carstenknoch.com/2018/02/qualitative-data-analysis-using-microsoft-word-comments/

MAPPING HUBUNGAN ANTARKATEGORI

CONTOH

Penyajian hasil analisis data (1)

- **Contrasts and contradictions**
  The interviews demonstrated that children are able to operate contrasts and contradictions about food effortlessly. These contradictions are both sophisticated and complex, incorporating positive and negative notions relating to food and its health and social consequences, which they are able to fluently adopt when talking about food:
  'My mother says drink juice because it's healthy and she says if you don't drink it you won't get healthy and you won't have any sweets and you'll end up having to go to hospital if you don't eat anything like vegetables because you'll get weak'. (Girl, school 3, age 11 years).

(Burnard et al., 2008)

Penyajian hasil analisis data (2) – menghubungkan finding dan teori

Copying friends

In this study, as with others (eg Ludvigsen & Sharma[21] and Watt & Sheiham[22]), peer influence is a strong factor, with children copying each other's food choices at school meal times:

Girl: *'They say "copy me and what I have."'*
Interviewer: *'And do you copy them if they say that?'*
Girl: *'Yes.'*
Interviewer: *'Why do you copy them if they say that?'*
Girl: *'Because they are my friends.'*
(Girl, school 1, age 7).

Children also identified friendship groups according to the school meal type they have. Children have been known to have school dinners, or packed lunches if their friends also have the same.[21]

(Burnard et al., 2008)

TUGAS: CODING

Lakukan CODING atas data pada file ‘contoh_transkrip’.

(dikerjakan di kelas jika waktu cukup atau sebagai PR)

ETIKA PENELITIAN

Panduan etika

- The golden rule (treat others as you want to be treated)
- Honesty
- Avoiding plagiarism
- Informed consent *
- Permission to publish
- Maintaining privacy

(Myers, 2019)

* Lihat file: ‘contoh consent form dan lembar informasi’

Panduan etika

- *Respect*/hormati partisipan dan organisasi yang menjadi lokasi riset.
- Jaga *privacy* dari partisipan dan kerahasiaan data organisasi.
- Hargai hak partisipan, buat *informed consent form*, yang disetujui partisipan.
- Jelaskan tujuan wawancara/observasi kepada informan/partisipan.
- Jujur dalam memberitahukan tujuan, risiko, keuntungan penelitian.
- Minta izin ketika akan merekam wawancara menggunakan *recorder,* mengambil foto/video, dan menggunakan dokumen perusahaan/organisasi.
- Jaga anonimitas partisipan, kecuali yang bersangkutan tidak keberatan.

(Adopted from: Creswell, 2009; Rachmawati, 2019)

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